Thinking while Moving - Mathematics

Stage 1

Equivalent pairs

Syllabus focus area and content group
Combining and separating quantities

- Use knowledge of equality to solve related problems
  - Use number knowledge to solve related problems (Reasons about relations)
  - Use number bonds to solve equality problems

Represent equality

  - Use the equals sign to record equivalent number sentences involving addition, and to mean 'is the same as', rather than as an indication to perform an operation (Reasons about relations)

Suggested outcomes

- MAO-WM-01
- MA1-CSQ-01

Resources

- NRich equivalent pairs playing cards
- Math workbook
- Whistle

Activity set-up

This Thinking while Moving activity is adapted from the NRich learning task 'Equivalent Pairs'.

- Print, laminate and cut out NRich equivalent pairs playing cards (ensure you print enough copies for there to be one card per student)
- Mark a playing area

Learning intention

Students are learning that:

- Different number bonds can be equivalent.
- Equivalent number sentences equal the same amount

Success criteria

Students can:

- find a peer with an equivalent number sentence
- combine tens and ones of two 2 digit numbers to find the sum.

Talking and thinking like mathematicians

- What strategies did you use to work out if cards matched?
- Which cards did you find easy to match?
- Which cards did you find more difficult to match?

What's some of the maths?

Mathematicians can explain and demonstrate why number sentences are equivalent or not.
Mathematicians use whet they know to work out what they don't know.
Mathematicians can work together to solve problems.

Learning task

Aim of game: The aim of this activity is to find a peer with an equivalent number sentence. This problem is designed to deepen children's understanding of equivalence and offers an opportunity to practice number bonds.

- Teacher gives each student a playing card.
- Teacher calls out a locomotor skill for students to use to move around marked space. • When whistle is blown students must move to find a student/s with a playing card/s of an equivalent number sentence.
- Students record equivalent number sentences in their workbook.
- Teacher collects playing cards and redistributes to play again, naming different locomotor skills each time.

Increase/decrease challenge

- I card between 2 students
- Students write a word problem that equals the amount on their card.

NSW GOVERNMENT